

FIVE-YEAR COMPREHENSIVE EDUCATION PLAN (ARM 10.55.601)



Office of Public Instruction
Linda McCullough, Superintendent
Al McWills, Accreditation Specialist
12/03/02 - QTR Videoconference


What is the Vision?

- Each child will reach his/her full potential

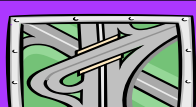


Looking Back

The road to the Five-Year Comprehensive Education Plan



- PBA
- NWASCU – SIP Model
- Onward to Excellence
- Title I SIP Model
- Effective Schools
- Data Strategies
- Accreditation Task Force



Making Connections and Integrating our Work


- Reauthorized ESEA
- IDEA Reauthorized
- Indian Education for ALL
- Carl Perkins
- Common Language
- Common Deadlines
- Common Data Sets

Responding to Your Concerns



- 5YCEP Technical Assistance Program
 - Videoconferencing
 - 5YCEP Website
 - Excel Profile Producers
 - Regional 5YCEP facilitators
 - GATES Partnership

CONSTANTS AND VARIABLES





CONSTANT

Five-year Comprehensive Education Plan-10.55.601

- Purpose –a single plan developed to ensure ongoing continuous academic, social, emotional, and physical growth for all students; to ensure ongoing consistent improvement for all schools
- Plan belongs to districts and schools
- Plan uses individual district/school data to drive reform



VARIABLES

- Changing Federal guidance and deadlines
 - No Child Left Behind Act of 2001
 - Upcoming IDEA reauthorization
 - Upcoming changes in Carl Perkins
- Uniqueness of Montana context


Continued Challenge

Stay focused on the constants while maintaining enough flexibility to accommodate the variables.




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THE ROLE OF ACCREDITATION





(3) To ensure continuous education improvement, the school district shall develop, implement, evaluate, and revise a 5 yr comprehensive education plan

(c) OPI shall develop and implement the procedures necessary to monitor and evaluate the effectiveness of each school district's plan



(4) To ensure continuous educational improvement and to meet the identified needs of students in every school, every school in the district shall develop ...a comprehensive education plan



(5) To ensure continuous educational improvement, OPI shall provide guidance, resources, and evaluation to assist in the implementation of district and school plans to improve teaching and learning for all students

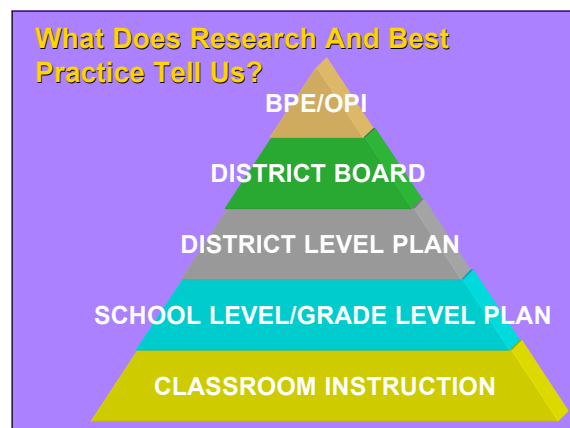
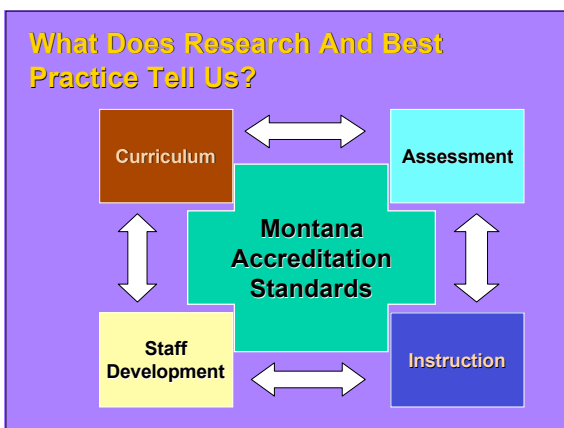
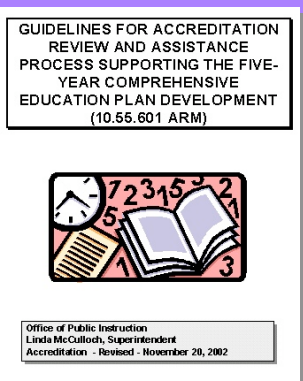
PRODUCT!



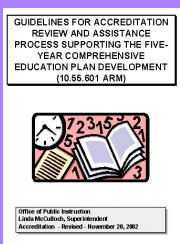
All Plans Start Out with an "A"



PROCESS!


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Reference:

- districts to use during development
- for OPI/peer review teams once plan is submitted
- use for indexing with other plan formats


GUIDELINES FOR ACCREDITATION
REVIEW AND ASSISTANCE
PROCESS SUPPORTING THE FIVE-
YEAR COMPREHENSIVE
EDUCATION PLAN DEVELOPMENT
(10.55.601 ARM)



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Criteria listed
reflects current
research and
best practices
for a 5YCEP
process and
implementation


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Change in what
has to be
submitted to the
OPI for the
district profile

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Provisions for use
of "in progress"
notation on plan
components when
submitted on May 1


K-8 } 1 District Plan
2 School Plans

9-12 } 1 District/School Plan

K-8 } 1 District/School Plan

K-6
7-8
9-12 } 1 District Plan
3 School Plans

9-12
6-8 **6-8**
K-5 **K-5** **K-5** **K-3** } 1 District Plan
7 School Plans



Highwood Elem (Le: 0145)
Dist No. 28


Highwood Middle School (Sc: 1681)
Principal Kris Kuehn
Email: kkuehn@montanavision.net

Highwood School (Sc: 0204)
Principal Kris Kuehn
Email: kkuehn@montanavision.net

Highwood H S (Le: 0146)
Dist No. 4

Highwood High School (Sc: 0205)
Principal Pete Keville
Email: pkeville@montanavision.net

**Sc =
School
Plan**



**1 District Plan
3 School Plans**

**District
Plan**

**School
Plan**

Classrooms

- Goals
- Performance Targets
(Measurable Objectives)

Anywhere School District Goal with Performance Indicator(s):

The following goal is based upon an analysis of 2001 and 2002 Montana ITBS math problem solving and data interpretation subtest data and ? data by the district improvement planning team.

Anywhere School District Goal with Performance Indicator(s):

Goal #1: Increase by 20% the number of 4th grade students scoring proficient or advanced on the math problem solving and data interpretation subtest by the spring of 2005.

Anywhere Elementary School Performance Target (s)

Goal #1: Increase by 10% the number of 4th grade students scoring proficient or advanced on the math problem solving and data interpretation subtest by the spring of 2004.

Anywhere Elementary School Action Plan

Goal #1:

- a. K-1 staff will integrate more units supporting initial skill development in this area
- b. K-1 staff will review/pilot units from possible activity-based math programs such as – Math Investigations

Anywhere Elementary School Action Plan

Goal #1:

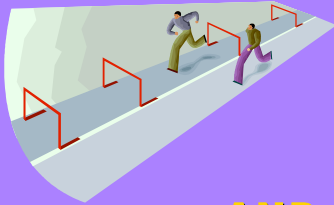
- c. 3-4 staff will utilize common problem solving strategy to build consistency in language and instruction in this area
- d. 3-4 staff will develop a consistent plan to increase emphasis on problem-solving strategy and units

Anywhere Elementary School Action Plan

Goal #1:

- d. Grade level teams will meet on a quarterly basis to review progress on this plan and to review any current achievement data on students in this area

**HURDLES TO
WATCH FOR...**



**...AND
OVERCOME!**

CHANGE!



TIME!



WHO WE ARE!

FINANCIAL!



**Introduce
Marilyn Pearson**

Introduce BJ Granbery

Accountability

A single, statewide accountability system that will be effective in ensuring that all Districts and schools make adequate yearly progress

- Districts and schools not participating under Title I are not subject to the requirements of Sec. 1116 regarding school improvement

Accountability system

- Based on academic standards and assessments
- Includes achievement of all students
- Include sanctions and rewards to hold all public schools accountable for student achievement (these may differ from the sanctions required under Title I)

Test
Data

% Proficient + Advanced
AND
95% tested

AYP
combines

Progress
over time

12 Years to 100%
Proficient
Intermediate goals
Annual measurable
objectives

Defining Adequate Yearly Progress

1. Define the starting point
2. Establish timeline, not to exceed 12 years
3. Set intermediate goals of 3 years or less in equal increments to reach the 12-year target
4. Define annual measurable objectives within the intermediate goals

Defining AYP: The Starting Point

Goal: All Proficient

Starting Point

School Year 01-02 02-03 03-04 04-05 05-06 06-07 07-08 08-09 09-10 10-11 11-12 12-13 13-14

Defining AYP: The Starting Point

USE THE HIGHER VALUE

Rank all schools by % Proficient.

Then, count up to reach 20% of total enrollment

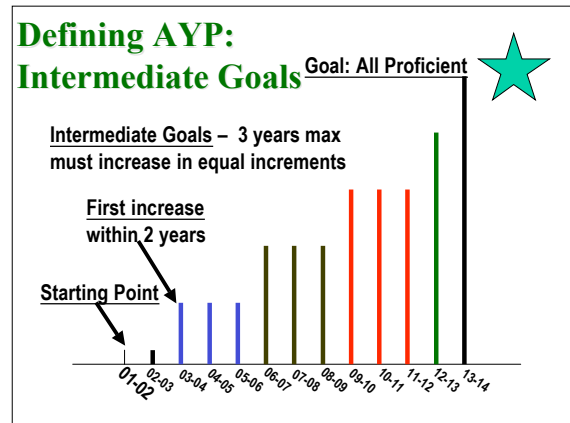
The % of students Proficient in that school is the starting point.

Starting Point

Data from 2001-02 assessments

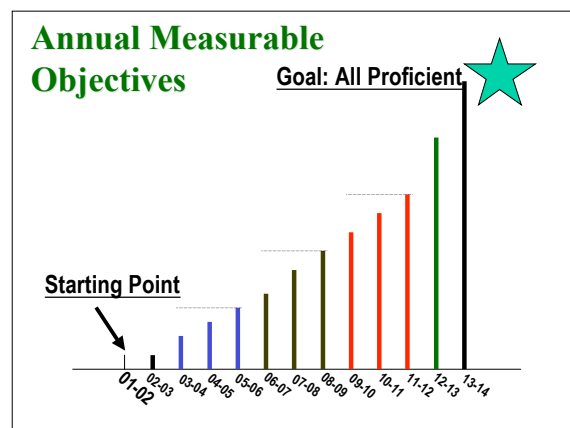
% of students Proficient in lowest achieving group:

- Economically disadvantaged
- Major racial/ethnic groups
- Students with disabilities
- Students with limited English proficiency



Annual Measurable Objectives

- ☐ Set separately for mathematics and reading/language arts
- ☐ The same for all schools and districts in the state
- ☐ Identify a single minimum percent of students required to meet or exceed the Proficient level
- ☐ Ensure all students Proficient under the 12-year timeline
- ☐ Objectives may be the same for more than one year within intermediate goals



Adequate Yearly Progress Requires

- Same high standards of academic achievement for all
- Statistically valid and reliable
- Continuous and substantial academic improvement for all students
- Separate measurable annual objectives for achievement
 - All students
 - Racial/ethnic groups -Economically disadvantaged
 - Students with disabilities
 - Students with limited English proficiency
- Graduation rates for high schools and 1 other indicator for elementary schools

How a school/district makes AYP...

Each group of students meets or exceeds statewide annual objective

↳ exception:

- the number below Proficient reduced 10% from prior year, and
- subgroup made progress on other indicators

AND

For each group, 95% of students enrolled participate in the assessments on which AYP is based

For a State to make AYP...

Annual peer review (starting with the beginning of the third school year of implementation of Title I Part A and Title III Part A) will determine...

- ☐ Did the State make AYP as defined in 1111(b)(2) under Title I for each group of students ?
- ☐ Did the State meet its annual measurable achievement objectives for LEP attainment of English proficiency under Title III?
(Title VI, Subpart 4)

If a State fails to make AYP for 2 consecutive years...

The Secretary shall provide technical assistance that is:

- Valid, reliable and rigorous, and
- Constructive feedback to help the State make AYP or meet the annual measurable objectives

Starting in 2002-03, the State will...

- Participate in NAEP 4th and 8th grade reading and math
- Prepare and disseminate annual State report card
- Report annually to the Secretary

Annual State Report Card

Will include:

- Disaggregated student achievement results by performance level
- Comparison between annual objectives and actual performance for each student group
- Percent of students not tested, disaggregated
- 2-year trend data by subject, by grade tested
- Data on other indicators used to determine AYP

Annual State Report Card (con't)

- Graduation rates
- Performance of districts making AYP, including the number and names of schools identified for improvement
- Professional qualifications of teachers, percent with provisional credentials, percent of classes not taught by highly qualified teachers including comparison between high- and low-poverty schools
- Optional info provided by State

The Shared Vision



- Each child will reach his/her full potential

Q & A